

Texas Education Agency Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, October 25, 2016	<small>Place date stamp here.</small>
Submittal information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Dallas ISD	057905			
Vendor ID #	ESC Region #			DUNS #
1756001278	10			0750963470000
Mailing address		City	State	ZIP Code
3700 Ross Avenue		Dallas	TX	75204-
Primary Contact				
First name	M.I.	Last name	Title	
Derek	G	Little	Assistant Superintendent, Early Learning	
Telephone #	Email address		FAX #	
972.925.6770	delittle@dallasisd.org			
Secondary Contact				
First name	M.I.	Last name	Title	
Monica		Ramirez	Director, Early Learning	
Telephone #	Email address		FAX #	
972.925.6770	moramirez@dallasisd.org			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
James		Terry	Chief Financial Officer
Telephone #	Email address		FAX #
972.925.3655	JATERRY@dallasisd.org		
Signature (blue ink preferred)		Date signed	11/4 2016

Only the legally responsible party may sign this application.

701-16-109-005

Schedule #1—General Information

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In 2014, Dallas ISD set out on a commitment to ensure all children enter kindergarten ready to succeed, which would require tremendous effort throughout the community since less than 50% of kindergartners were ready in 2014. The strategic plan developed in 2014 and community commitment has led the district in the past two years to intensify its early learning efforts across four key strategies:

- 1) Increasing ACCESS to PreK for eligible three- and four-year-olds;
- 2) Boosting parental DEMAND for PreK;
- 3) Improving QUALITY with research-proven efforts; and
- 4) Extending the CONTINUUM OF CARE via community resources to support children from birth.

Though significant work remains, Dallas ISD and the community have made substantive progress. Key highlights include:

- Increasing access and demand resulting in a more than 10% increase in the number of children enrolled in PreK, with Dallas ISD serving more than 11,000 children in PreK in 2016-17 for the first time in the district's history.
- Improving kindergarten readiness by 13 percentage points from 2013-14 to 2015-16 through investments in job-embedded coaching, professional development, and the use of the Classroom Assessment Scoring System (CLASS).
- Launching, with the support of HB4, a robust, comprehensive strategy for family and community engagement, building on the ongoing success of two key existing family support programs in the district, HIPPY and AVANCE.

These efforts and the ambitious goal of preparing every kindergartner for success have not been limited to Dallas ISD campuses. The district has a long, successful history of partnering with community organizations to collaboratively offer PreK options to families. Currently, Dallas ISD has three partnership programs:

- 1) **SRI** – partnership includes 21 community provider sites, 101 classrooms, and roughly 1,800 PreK students;
- 2) **Head Start Collaboratives** (Contract for Educational Services) – partnership in which Head Start of Greater Dallas and Dallas ISD jointly operate and fund 16 classrooms located in five Dallas ISD elementary schools, serving roughly 275 students; and
- 3) **PreK Partnership** (Contract for Educational Services) – partnership with Vogel Alcove in which Dallas ISD passes through 90% of ADA for the 51 PreK students experiencing homelessness served at Vogel Alcove.

Combined, Dallas ISD is working collaboratively with partners to serve nearly 2,000 PreK students, representing nearly 20% of all PreK students enrolled in the district. However, the district and community are deeply interested and strongly committed to further expanding opportunities for families to receive the many benefits that come through enrolling in a partnership classroom.

In June 2016, the Dallas ISD Board of Trustees formed an advisory council on PreK partnerships. Each trustee appointed a representative to the advisory council which was joined with key community-wide contributors and staffed by the Dallas ISD Early Learning team. This advisory council is organized around three clear objectives that will lead to expanded partnership opportunities and more beneficial partnership models:

- 1) **Develop a simple message** on the benefits and community purpose of early learning partnerships;
- 2) **Create a shared expectation of quality** for partners; and
- 3) **Recommend partnership models** that benefit children, families, and providers.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This application reflects the work of the advisory council and strong recognition of the benefits of partnerships to children and families, partners, and Dallas ISD. Some of these benefits, agreed upon by the advisory council, include:

- **Children and Families:** Partnerships provide: families more options for PreK, better accommodating children's need for care and education for full work day schedules; locations that can serve multiple children in the family (e.g., one-year-old and four-year-old); and quality benefits for younger children served at the partner site, with potentially more infants and toddler served and more children in before- and after-care without having to be transported back and forth between multiple providers;
- **Providers:** Partnerships provide: partners with quality benefits, including a certified teacher provided by Dallas ISD, curriculum if needed, professional development, CLASS observations, and coaching support; enhanced recruiting support by Dallas ISD targeting increased enrollment at the partner site; and quality benefits for younger children served at the partner site; and
- **Dallas ISD:** Partnerships provide: increased opportunities to build relationships with families and serve PreK children, increasing K-12 enrollment for the district long-term; high-quality options for younger children, leading to improved kindergarten readiness in the long-term; and a more stable, viable early learning community.

With these clear, compelling benefits, the advisory council is seeking to do the following, with grant support:

- 1) Continuing the Contract for Educational Services option for partners, whereby 90% of ADA is passed through to providers
 - *The current partnership with Vogel Alcove will continue and grant funding will not supplant any funding used for that current contract*
- 2) Expanding and enhancing SRI through the launch of SRI PLUS, which is not a 90% pass-through model. SRI PLUS will maintain the existing core components of SRI (certified teacher from Dallas ISD, curriculum if needed, coaching support, professional development, CLASS and quality data) and will add the following PLUS components:
 - **Teacher Quality Investment:** *each partner co-teacher (i.e., the teacher provided by the partner for the partnership classroom) will receive a stipend of \$5,000 to recognize the professional work they do, help stabilize the workforce in partner sites and reduce turnover, and incentivize quality commitment. This \$5,000 will bring the co-teacher salary to rough parity with the salary Dallas ISD pays to its teaching assistants.*
 - **Support for Sustainability:** *each partner will receive a per classroom allocation (i.e., each partnership classroom not every classroom at the partner site) that will enhance the sustainability of the partnership and the early learning center's operations. This support allocation will cover some of the costs incurred by partnering with Dallas ISD including, but not limited to: administrative overhead and time investment, and operational costs. It is clear that there are structural concerns exacerbating the difficulty of owning and operating a sustainable, quality child care center and the partnership support for sustainability allocation will help alleviate some, but not all, of those challenges.*
- 3) Exploring other quality and sustainability investments including: curriculum, instructional resources, materials and supply supports for partners; family and community engagement supports for partners; operational supports for partners (e.g., back office HR, payroll, procurement, etc.), and other potential needs identified by partners and/or the advisory council.

Dallas ISD looks forward to continuing to improve the overall community outcomes for children and families through increased collaboration with community-based providers. For the 2017-18 school year, Dallas ISD would like to expand its partnerships by as many as 30 new partner classrooms in TRS 4 provider sites through support provided by this grant, which could serve up to 550 additional PreK students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905	Amendment # (for amendments only):
Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158	
Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$49,500	\$0	\$49,500	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$175,000	\$0	\$175,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$39,000	\$0	\$39,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$165,000	\$0	\$165,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0-	\$
Total direct costs:			\$428,500	\$0	\$428,500	\$
Percentage% indirect costs (see note):			N/A	\$21,425	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$428,500	\$21,425	\$449,925	\$

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$429,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$21,450
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 057905				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher				\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Engagement, Recruiting and Enrollment Support (Community Liaison)	1		\$45,000	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$45,000	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$	\$
20	6119 Professional staff extra-duty pay			\$	\$
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$4,500	\$
23	Subtotal substitute, extra-duty, benefits costs			\$4,500	\$
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$49,500	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 057905		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Support for Sustainability – administrative, overhead, and operational cost allocation to partners to stabilize and sustain the partnership	\$150,000	\$
2	Back-office operational support for child care providers (e.g., HR, payroll, etc.)	\$25,000	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$175,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$175,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$39,000	\$
Grand total:		\$39,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 057905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$165,000	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$165,000	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 057905				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment: 158,000

Category	Number	Percentage	Category	Percentage
African American	35,606	22.5%	Attendance rate	>90%
Hispanic	110,897	70.2%	Annual dropout rate (Gr 9-12)	DNA%
White	7,739	4.9%	Students taking the ACT and/or SAT	DNA%
Asian	2,186	1.4%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	131,151	83.0%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	69,413	43.9%		
Disciplinary placements	DNA	%		

Comments

In current SRI partnerships, the African American percentage served increases to more than 50%.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	DNA	DNA %	No degree	DNA	DNA %
Hispanic	DNA	DNA %	Bachelor's degree	DNA	DNA %
White	DNA	DNA %	Master's degree	DNA	DNA %
Asian	DNA	DNA %	Doctorate	DNA	DNA %
1-5 years exp.	DNA	DNA %	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	DNA	DNA %	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	DNA	DNA %	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	DNA	DNA %	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit	550														550
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	30														30
Open-enrollment charter school															
Public institution															
Private nonprofit	30														30
Private for-profit															
TOTAL:															

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
N/A	N/A	No Dallas ISD campus will be directly involved as all students will be served at a partnership site.

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD, in partnership with community organizations, has been exploring how to systematically improve the entire early learning system in Dallas. This needs assessment has included the following:

- Landscape analysis conducted by Dallas ISD, supported by community investment, in 2014, leading to the Dallas early learning plan;
- Seat analysis and demographic study revealing that there are nearly 10,000 eligible three-year-olds currently not enrolled in a PreK program;
- The partnership advisory council has been working since June to understand the dynamics and challenges faced by the child care community, as it relates to enrollment, funding, operations, human capital, etc.;
- Listening tour with interested child care providers to uncover current challenges with pursuing partnerships and potential solutions to creating strong, sustainable partnership models;
- Focus groups and discussions with campus principals, community members, and district leaders, supporting the launch of three-year-old programs in Dallas ISD and a pilot tuition-based program this school year;
- Seat analysis and mapping exercise for Dallas resulting in an interactive map that community organizations can use to see where child care providers and district classrooms are located along with other community services;
- Recognition of a broader community convening group to increase collaboration and connection among previously disparate providers, resulting in the launch of Early Matters Dallas, a broad-based coalition of business, civic, education, philanthropic and nonprofit organizations and volunteers, working together to raise awareness about the importance of high quality early education for a strong economy tomorrow; and
- Recognition of the need to create a forum for community organizations focused on early learning to collaborate, resulting in the launch of the Early Matters Alignment Council.

Dallas, as a community, is hyper-focused on improving the quality of care and education for young children and ensuring students can read on grade level by third grade. There are numerous organizations working collaboratively to leverage resources and impact to further improve supports for children and families. This grant, and the partnerships it will support, are a critical piece of that work.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Limited ACCESS for three- and four-year-old children to enroll in high-quality early learning programs.	The grant, by expanding partnerships between Dallas ISD and community-based providers, will increase access for families, particularly for three-year-olds, resulting in more children served in a high-quality PreK program. Additionally, the more child care providers serve three- and four-year-olds, the more they are able financially to increase access for infants and toddlers.
2.	Stifled DEMAND from families because current options may not meet their specific needs.	The grant will offer families new options which may be better suited to their specific needs. For example, students can enroll in the partnership but remain at the same child care provider site for before- and after-care without needed transportation. This provides a huge convenience and relief to families. Also, families can send all of their young children (e.g., one-year-old and three-year-old) to the same program.
3.	More sustainable QUALITY early learning providers throughout the community.	The grant will make meaningful investments in quality in the community through supporting child care providers. The direct compensation support to child care teachers will help reduce turnover and incentivize quality. The support for sustainability allocation will help child care providers meet some of their operational costs thereby reducing some of the burden of operating a business that is often structurally and economically challenged. The enrollment support is also key.
4.	Shared QUALITY expectations across the community.	The grant will help bring more providers in Dallas to the same expectation of quality. Each participant will be using similar teacher:child ratios, using the same high-quality curriculum, receiving the same level of coaching support and professional development, and all anchoring their work around CLASS.
5.	Expanded CONTINUUM OF CARE for younger children.	The grant, by directly working in and supporting child care providers, will have positive effects on care for younger children (e.g., infants and toddlers). The ripple effects of the partnership will benefit children and families in the short-term and long-term. Additional children may be served and more may be served in before- and after-care.

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Schedule #14—Management Plan

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent, Early Learning	Currently a Dallas ISD staff member, not hired or funded under the grant. Desired qualifications include a bachelor's degree and demonstrated experience in the field.
2.	Director of Programs and Partnerships, Early Learning	Currently a Dallas ISD staff member, not hired or funded under the grant, has direct responsibility for all partnership and campus-based program offerings. Desired qualifications include a bachelor's degree and demonstrated experience in the field.
3.	Principal	Currently a Dallas ISD staff member, not hired or funded under the grant, serves as principal over all partnership programs, including the expanded classrooms. Desired qualifications include a bachelor's degree and demonstrated experience in the field.
4.	Community and Family Engagement Support (Community Liaison)	Grant-funded role (potentially temp, part time, or full time) that will focus on recruiting families for partnership opportunities and boosting enrollment overall. Desired qualifications include a bachelor's degree and demonstrated experience working with families.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Finalize new partnership model – SRI PLUS	1. Advisory Council reaches consensus on components of SRI PLUS	06/01/2016	11/31/2016
		2. SRI PLUS contract template is finalized	09/01/2016	11/31/2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	TRS 4 providers are aware of new partnership opportunities	1. Communication plan is developed for partnerships	11/01/2016	11/31/2016
		2. Communication plan is rolled-out to TRS 4 providers in Dallas ISD boundaries	12/01/2016	02/01/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Dallas ISD Launches process to select new providers	1. Selection criteria is finalized	10/01/2016	12/31/2016
		2. Selection process is launched	01/31/2017	02/28/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Dallas ISD launches new partnerships	1. Registration and enrollment begins	04/01/2017	08/31/2017
		2. Selection and hiring of teachers	04/01/2017	08/31/2017
		3. Support for launch – PD, training, procurement, etc.	04/01/2017	ongoing
		4. CLASS observations occur	09/15/2017	ongoing
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	K-readiness quality analysis across all providers	1. Pursue data sharing agreements with all partners to track k-readiness by provider type/location	02/01/2017	08/31/2017
		2. Communicate to non-partners benefit of tracking K-readiness city-wide for all providers	03/01/2017	12/31/2017

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD is committed to continuous quality improvement, and that is deeply embedded in the work of early learning. With the launch of the 2014 plan also came a stonger focus on data-driven instruction and leadership. This involves several components of review and continuous improvement:

- **Student level progress monitoring:** students are progress monitored throughout the year and that data informs the work of teachers and coaches in the classroom;
- **Classroom level quality observations;** every PreK classroom (both campus-based and partnership classrooms) are observed using CLASS. These observations are conducted by Southern Methodist University and are completed once in the fall and once in the spring. The data guides the work of the coaches and the overall professional development provided;
- **District level program evaluation:** the district's evaluation and assessment team conducts annual evaluations of early learning programs, providing public data to the board of trustees and the community on outcomes. This data guides the overall strategy used by early learning to improve kindergarten readiness and 2nd grade reading levels; and
- **Community feedback:** through multiple formal and informal settings the district and early learning team are receiving continual feedback on how to improve program quality and offerings to families.

Continuous improvement is a primary focus of the early learning work in Dallas ISD and there are ongoing efforts to strengthen the district's ability to collect, analyze, and use data to guide the work.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is in the Dallas community's best interest for partnerships to exist, be strong and sustainable, and provide the high-quality care and education children need. Dallas ISD is building on a strong history of partnering with community-based providers to expand those partnership opportunities to serve more children and support more providers. Commitment to sustain the partnerships is further exemplified by the following:

- Partnership agreements and contracts are multi-year arrangements. As shown in the attached, the contract for educational services with Vogel Alcove is a five-year commitment, with renewal options;
- The draft SRI PLUS contract, the new partnership model the grant will support, can potentially extend up to nine years;
- The work of the advisory council and the time investment that group has put in to developing a stronger partnership model also reveals the long-term commitment and desire to see partnerships be more successful;
- Dallas ISD already spends more than \$6 million on its existing partnerships, showing that the district is committed to this work;
- Dallas ISD has adopted an early learning strategy that calls for an additional \$6 million in funding for early learning every year.

This work for the Dallas community takes the long view. The commitment is to the future and ensuring children are prepared and families have viable, quality options.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Change in number of partnerships	1.	Number of additional partnership classrooms in 2017-18
		2.	Number of total SRI PLUS partnership classrooms in 2017-18
		3.	Number of centers applying to be a partner
2.	Change in enrollment in partnerships	1.	Number of additional children served in partnership PreK classrooms
		2.	Number of total children enrolled in Dallas ISD PreK
		3.	Number of total children served in partnership PreK classrooms
3.	Quality review	1.	Baseline CLASS data from partnership classrooms
		2.	Comparison to CLASS data from existing partnership & Dallas ISD classrooms
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As mentioned above, Dallas ISD is committed to continuous quality improvement. Data collection comes about through:

- **Student level progress monitoring:** every PreK student is progress monitored with CIRCLE, in line with the quality expectations established by HB 4. This is done beginning-, middle-, and end-of-year. Like every district, there is a student information system that monitors enrollment, attendance, etc.;
- **Classroom level quality observations;** every PreK classroom (both campus-based and partnership classrooms) are observed using CLASS. These observations are conducted by Southern Methodist University and are completed once in the fall and once in the spring. In addition, the early learning coaches conduct informal observations of classrooms to guide the development of action plans for each classroom;
- **District level program evaluation:** the district's evaluation and assessment team conducts annual evaluations of early learning programs. These evaluations are focused on standardized assessment results from the kindergarten entry assessment (iStations' Indicators of Progress) and other literacy and mathematics assessments taken through 2nd grade; and
- **Community feedback:** through multiple formal and informal settings the district and early learning team are receiving continual feedback on how to improve program quality and offerings to families.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)**For TEA Use Only**

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County-District Number or Vendor ID: 057905		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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